DOCUMENT RESUME

ED 174 934 CG 013 739

AUTHOR Sauser, William I., Jr.; And Others
TITLE Two-Hundred and Fifty Scaled Incidents of College Classroom Teaching Behavior.
PUB DATE Mar 79
NOTE 49p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (25th, New Orleans, Louisiana, March 28-31, 1979)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Science Research; Behavior Patterns; *Behavior Rating Scales; *College Faculty; College Students; *Critical Incidents Method; *Evaluation Methods; Higher Education; *Student Evaluation of Teacher Performance; *Teacher Behavior; Teaching Quality; Test Construction

ABSTRACT

A bank of psycometrically sound scaled behavioral incidents of college classroom teaching behavior was developed for use in devising performance evaluation scales, teacher training devices, and policy evaluation questionnaires. Using a combination of the critical incident and retranslation methodologies a set of 720 incident descriptions was reduced, using psychometric criteria, to a 250-item data bank, consisting of 50 items distributed along an 11-point scale of teaching effectiveness, for each of five categories of teacher behavior: relationships with students; ability to present the material; interest in course and material; reasonableness of the workload; and fairness of testing and grading. College students (N=448) taking courses in psychology at a large southeastern university participated in the development of the item bank. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED174934

TWO-HUNDRED AND FIFTY SCALED INCIDENTS OF COLLEGE CLASSROOM TEACHING BEHAVIOR

William I. Sauser, Jr. Kenneth L. Evans

L. Cecilia H. Champion

Auburn University

Southeastern Psychological Association

New Orleans

March, 1979

CG013738

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William I. Sauser, Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PURPOSES

PRIMARY

To develop a bank of psychometrically sound scaled behavioral incidents of college classroom teaching behavior. Items could be drawn from this bank when devising performance evaluation scales, teacher training devices, and policy evaluation questionnaires.

SECONDARY

1. To study cost/benefit considerations related to scaling incidents by 100 versus 25 judges.

2. To explore other issues in the development of scaled behavioral incidents.

PROCEDURE

STEP ONE

Forty-eight undergraduate students taking courses in psychology at Auburn University met in a brainstorming session directed by one of the experimenters. Approximately 20 identifiable categories of teacher behavior which might be evaluated by students were generated, discussed, and reduced to five important dimensions. These were . . .

DIMENSION DESCRIPTIONS

A. Relationships with Students. This dimension refers to the way the professor treats his/her students both in and out of class. It includes such things as talking with students before, during, and after class, interacting with and counseling students in the office and elsewhere regarding course-related and personal problems, knowing students' names, and treating students with respect in class.

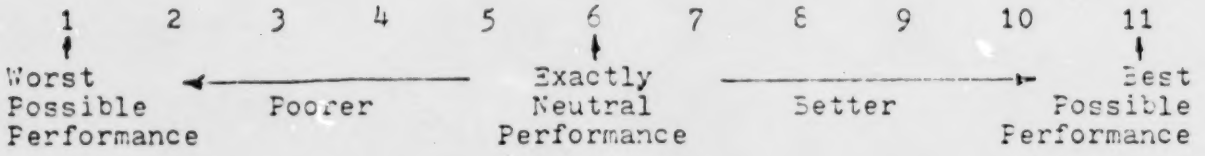
B. Ability to Present the Material. This dimension refers to the way the professor organizes the material and presents it to the class. It includes such things as coming to class well-prepared and on time, organizing the material in a logical manner, speaking and writing clearly, and using examples, audio-visual aids, and other devices to get the material across to the students.

C. Interest in Course and Material. This dimension refers to the professor's knowledge of and interest in the material he/she is trying to teach. It includes such things as being able to answer questions and elaborate on the material, showing enthusiasm for the course, and reading and researching to keep current and learn more about the subject matter.

D. Reasonableness of the Workload. This dimension refers to the amount of work (reading, homework problems, class and lab work, papers, tests, etc.) assigned by the professor. It includes such things as clearly specifying assignments and due dates, scheduling the work evenly throughout the quarter, and keeping the workload appropriate to the credit-hour value of the course.

E. Fairness of Testing and Grading. This dimension refers to the fairness of the professor's testing and grading policies. It includes such things as stating how grades are to be determined, testing over appropriate material, and grading without bias.

LEVELS



STEP TWO

In a later session, the same 48 subjects provided three critical incidents each (one effective, one mediocre, one ineffective) for each category identified in the first session. The resulting 720 incident descriptions were examined by one of the experimenters, who culled duplicates, vague statements, and descriptions which could not be classified as incidents. The remaining 579 incident descriptions were edited into one-sentence statements and distributed randomly among four forms of an item evaluation questionnaire.

STEP THREE

Fifty-two additional students were recruited to join the 48 original students in this step. The four forms of the item evaluation questionnaire were distributed to the 100 student judges such that the items on each scale were evaluated by 25 judges (12 original and 13 additional students). Judges classified the incidents into the five categories and evaluated each incident on an 11-point scale of favorability of performance. The data collected during this step represent the N=25 data.

STEP FOUR

Three hundred additional undergraduate students were randomly assigned among the four forms of the questionnaire such that the items on each form were evaluated by an additional 75 judges. The data collected during this step were combined with those collected in STEP THREE and represent the N=100 data.

STEP FIVE

Using the N=100 data, three statistics were calculated for each incident : (a) Percentage of agreement for placement in the modal category, or P, (b) Median effectiveness rating of the incident, or S, (c) Semi-interquartile range of the effectiveness ratings for the incident, or Q.

STEP SIX

Of the original 579 incident descriptions, 99 were removed from the item bank due to P values less than 60. An additional 64 were eliminated due to Q values greater than 3.0. The remaining 416 incidents were distributed as follows . . .

Table

Classification of the 416 Usable Critical Incidents[a]

Level	Category A	B	C	D	E	Total	%
1.0 - 1.9	32	16	17	16	33	114	27.4
2.0 - 2.9	9	26	7	13	16	71	17.1
3.0 - 3.9	1	7	6	3	2	19	4.6
4.0 - 4.9	2	4	1	1	0	8	1.9
5.0 - 5.9	1	1	0	4	4	10	2.4
6.0 - 6.9	0	1	1	3	2	7	1.7
7.0 - 7.9	0	1	0	5	1	7	1.7
8.0 - 8.9	2	3	1	2	4	12	2.9
9.0 - 9.9	21	30	11	13	20	95	22.8
10.0 - 10.9	27	15	13	2	16	73	17.6
Total	95	104	57	62	98	416	
%	22.8	25.0	13.7	14.9	23.6		100[b]

[a]Classifications based on N = 100.

[b]Column scores total 100.1% due to rounding error.

STEP SEVEN

Using increasingly more stringent criteria in terms of P, S, and Q values, 250 incidents (50 per category) were chosen for the final data bank. The data bank is available as a printed handout. The 250 incidents were distributed as follows . . .

Table

Classification of the 250 Retained Critical Incidents[a]

Level	Category A	B	C	D	E	Total	%
1.0 - 1.9	15	7	12	14	9	57	22.8
2.0 - 2.9	7	11	7	9	9	43	17.2
3.0 - 3.9	1	5	6	3	2	17	6.8
4.0 - 4.9	2	4	1	1	0	8	3.2
5.0 - 5.9	1	1	0	4	4	10	4.0
6.0 - 6.9	0	1	1	3	2	7	2.8
7.0 - 7.9	0	1	0	5	1	7	2.8
8.0 - 8.9	2	3	1	2	4	12	4.8
9.0 - 9.9	10	10	10	7	10	47	18.8
10.0 - 10.9	12	7	12	2	9	42	16.8
Total	50	50	50	50	50	250	
%	20	20	20	20	20		100

[a]Classifications based on N = 100.

STEP EIGHT

In order to get a feel for the cost effectiveness of having the items judged by 100 rather than 25 raters, P, S, and Q values were calculated for each of the 250 chosen incidents on the basis of the N=25 data. Summary statistics from this comparison are as follows . . .

Table

Means, Standard Deviations, and Correlations for

Item Statistics Calculated for 250 Incidents

on the Bases of N=100 and N=25

Category	N=100		N=25		$r_{100.25}$
	$\bar{X}$	σ	$\bar{X}$	σ	
Scale Values (S)					
A	5.9	4.0	5.9	3.8	1.00
B	5.6	3.4	5.7	3.3	.99
C	5.8	3.9	5.8	3.6	1.00
D	4.8	3.2	4.8	3.0	1.00
E	6.1	3.7	5.9	3.5	1.00
Dispersion Values (Q)					
A	1.7	0.6	1.5	0.5	.90
B	2.0	0.5	1.8	0.5	.76
C	1.9	0.5	1.7	0.5	.76
D	2.1	0.6	1.9	0.7	.62
E	2.0	0.7	2.0	0.8	.75
Percentage Values (P)					
A	96.3	4.5	96.7	5.5	.81
B	92.1	7.4	91.8	9.1	.82
C	80.2	10.0	80.2	12.8	.85
D	92.1	7.8	90.4	9.8	.62
E	93.9	7.6	92.9	9.1	.75

MAJOR FINDINGS

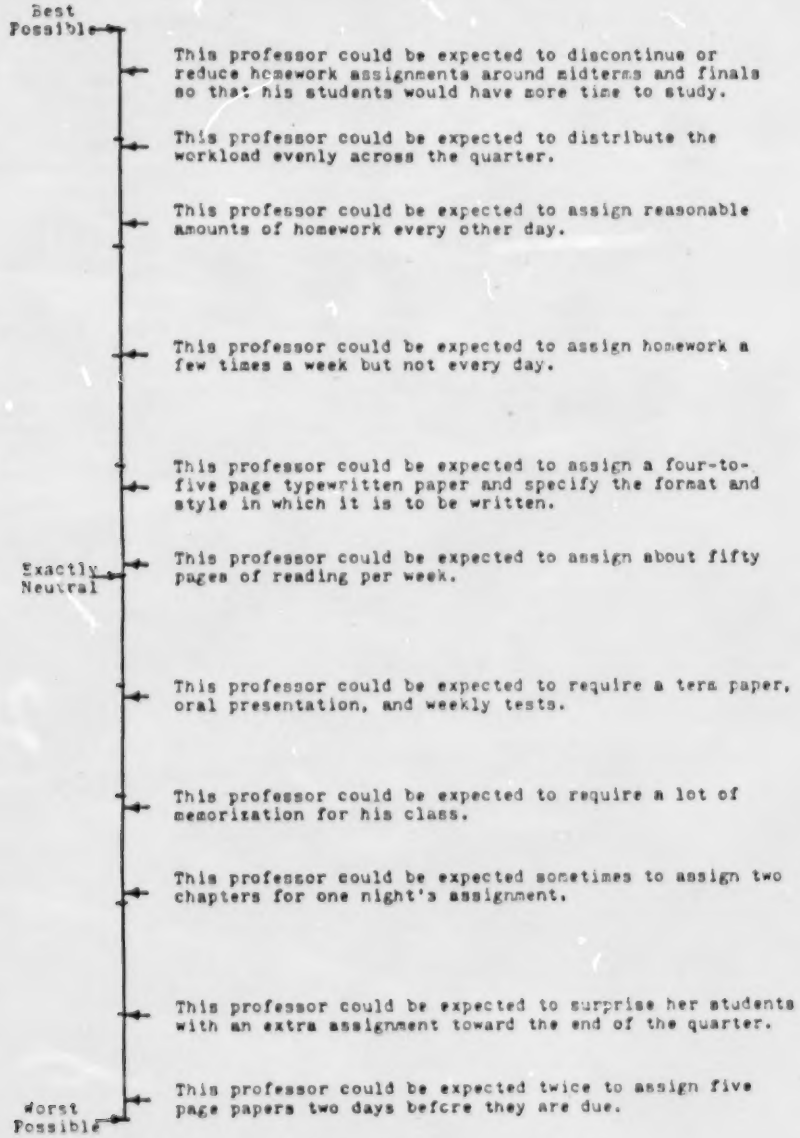
1. It was possible to construct a data bank of psychometrically scaled incidents of college classroom teaching behavior which can be used for a variety of purposes.
2. Judges had difficulty distinguishing among fine levels of performance. Judges tended to use the extremes of the eleven-point scale when evaluating items.
3. Relative to the other dimensions, students had difficulty writing and classifying incidents illustrative of (C) Interest in Course and Material. They also had difficulty writing incidents for (D) Reasonableness of the Workload.
4. The cost effectiveness of adding raters beyond 25 is questionable, certainly in terms of determining S values for scale items. This comment is probably true also in terms of Q and P values. Note that the correlations displayed earlier for Q and P were quite likely underestimates, since the 250 items included in the final bank were selected on the basis of low Q scores and high P scores, thus restricting the ranges for these two sets of correlations.

USES OF THE DATA BANK

1. To develop Behaviorally Anchored Rating Scales, Mixed Standard Rating Scales, or Behavior Checklists for evaluating college classroom teaching performance. (See next transparency.)
2. To serve as a training device to aid in the development of college classroom teaching expertise.
3. To provide data for policy planning. We intend to have some of these incidents scaled by professors and administrators in an attempt to identify points of agreement and disagreement among these groups and students in terms of effective teacher performance.

D. Reasonableness of the Workload

This dimension refers to the amount of work (reading, homework problems, class and lab work, papers, tests, etc.) assigned by the professor. It includes such things as clearly specifying assignments and due dates, scheduling the work evenly throughout the quarter, and keeping the workload appropriate to the credit-hour value of the course.


Best Possible
This professor could be expected to discontinue or reduce homework assignments around midterms and finals so that his students would have more time to study.
This professor could be expected to distribute the workload evenly across the quarter.
This professor could be expected to assign reasonable amounts of homework every other day.
This professor could be expected to assign homework a few times a week but not every day.
This professor could be expected to assign a four-to-five page typewritten paper and specify the format and style in which it is to be written.
Exactly Neutral
This professor could be expected to assign about fifty pages of reading per week.
This professor could be expected to require a term paper, oral presentation, and weekly tests.
This professor could be expected to require a lot of memorization for his class.
This professor could be expected sometimes to assign two chapters for one night's assignment.
This professor could be expected to surprise her students with an extra assignment toward the end of the quarter.
This professor could be expected twice to assign five page papers two days before they are due.
Worst Possible

Table

Scaled Incidents of College Classroom Teaching Behavior

No.	Incident	S	Q	P
	Category A: Relationships with Students			
A1	This professor told his students how stupid he thought they were.	1.2	0.8	100
A2	This professor openly criticizes students for asking questions in class.	1.2	0.8	95
A3	This professor displayed a hostile, defensive attitude toward his students.	1.2	0.9	99
A4	This professor advised me to drop his course, then later denied that he had told me to drop it.	1.2	1.0	99
A5	This professor made a fool out of a student in class for asking a ridiculous question.	1.2	1.0	97
A6	This professor embarrassed a student who asked her a question.	1.3	0.9	94
A7	This professor made students feel really stupid for asking questions in class.	1.3	1.0	96
A8	This professor makes appointments with students but does not show up for them.	1.3	1.1	100

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A9	This professor refused to help students outside of class because of his "demanding schedule."	1.4	1.2	95
A10	This professor criticized his class for the way they evaluated him.	1.4	1.3	98
A11	This professor scheduled his office hours to conflict with his own class and expressed displeasure in phone calls and afternoon appointments.	1.6	1.2	97
A12	This professor tells students not to come to his office unless they have a conflict with the final exam.	1.6	1.3	96
A13	This professor embarrasses late students by locking the door after the 10-minute bell.	1.6	1.4	98
A14	This professor never made an effort to speak to anyone in class.	1.7	1.3	97
A15	This professor is never in his office when he says he will be.	1.8	1.4	96
A16	This professor was seldom available during his posted office hours.	2.1	1.6	94

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A17	This professor set aside only one hour per week for office hours.	2.3	2.0	97
A18	This professor never called his students by name nor spoke to them in the hall.	2.4	1.8	100
A19	This professor can never be found in his office.	2.4	1.8	95
A20	This professor posted office hours but made her students wait until she could find time to see them.	2.8	2.2	97
A21	This professor never praises or offers encouragement to the class.	2.8	2.5	92
A22	This professor gives students his office number but does not make them feel welcome.	2.9	2.0	100
A23	This professor saw students in his off-campus office only.	3.6	2.7	99
A24	This professor leaves promptly after giving his lecture.	4.1	3.0	72
A25	This professor is attentive and helpful in class but is unavailable for outside help.	4.4	2.6	91

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A26	This professor will see students in his office only if they make appointments.	5.7	1.9	99
A27	This professor required his students to visit him at least once in his office to discuss the course.	8.4	2.7	95
A28	This professor always had a cheerful word for students who were doing badly in class.	8.7	2.7	97
A29	This professor stands in the hallway before and after class so that students can ask him questions in an informal atmosphere.	9.4	2.7	98
A30	This professor compensates for limited office hours by offering his time before and after class every day.	9.5	2.9	99
A31	This professor announced his office hours so that students could see him if they needed to.	9.6	2.6	97
A32	This professor counseled students regarding their careers and the job market.	9.7	2.0	97
A33	This professor is willing to spend as much as two hours helping a student revise a term paper.	9.7	2.5	88

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A34	This professor passed out a mimeographed sheet giving his office hours and office telephone number.	9.8	2.1	99
A35	This professor offers help at night.	9.9	1.9	89
A36	This professor tried to learn all her students' names.	9.9	2.2	99
A37	This professor encourages students to meet with him outside the classroom to discuss anything they wish.	9.9	2.2	95
A38	This professor tried to establish a feeling of equality between himself and his students.	9.9	2.5	100
A39	This professor made appointments at her students' convenience to discuss problems with classwork.	10.1	1.6	97
A40	This professor was willing to make extra-ordinary arrangements to meet extra-ordinary student complications.	10.2	1.4	91
A41	This professor encourages students to come to his office for help.	10.2	1.5	99

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A42	This professor counseled a student and helped her solve a personal problem.	10.3	1.4	99
A43	When a student was obviously having problems in the course, this professor suggested that they set up an appointment for some extra help.	10.3	1.5	96
A44	This professor made his home telephone number available to students and encouraged them to call if they had any problems.	10.4	1.3	99
A45	This professor sought out students who were having trouble in class and offered them assistance if they so desired.	10.5	1.4	98
A46	This professor is willing to help students with special problems, whether personal or otherwise.	10.5	1.5	100
A47	This professor helped a student get through a personal crisis.	10.5	1.5	98
A48	This professor made it a point to know every student's name.	10.6	1.5	100

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
A49	This professor spent an hour and a half in her office helping a student with a course-related problem.	10.7	1.2	94
A50	This professor sought out a shy student who was failing the course and worked with her until she understood the material well enough to pass the course	10.7	1.4	97
	Category B: Ability to Present the Material			
B1	The information in this professor's lectures conflicted badly with the information in the book, resulting in total confusion.	1.4	1.2	90
B2	This professor read straight from the book but only read every third line.	1.6	1.2	91
B3	This professor explained things as though he were talking to a class of PhDs.	1.6	1.3	94
B4	This professor would often leave out steps when working problems on the board and was unable to tell the students how he reached the solutions.	1.7	1.7	92

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B5	This professor lectures very rapidly with such an accent that no one can understand him.	1.8	1.4	94
B6	This professor's lectures are boring and unorganized.	1.8	1.4	92
B7	This professor lectures way above the heads of his students.	1.8	1.6	92
B8	This professor uses flowery language and talks above the heads of his students.	2.0	1.5	97
B9	This professor lectured in a very disorganized manner, jumping from topic to topic with no apparent connection.	2.0	1.6	97
B10	This professor mumbles during his lectures.	2.2	1.5	96
B11	This professor often stammers and loses his train of thought.	2.2	1.5	95
B12	This professor uses long, involved examples which confuse the class.	2.2	1.6	96
B13	This professor constantly interrupted his lectures to rummage through his briefcase for missing papers.	2.3	1.4	94

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B14	This professor rattled off studies, definitions, and concepts but never tied them together.	2.3	1.9	92
B15	This professor presents a slow, rambling lecture.	2.4	1.9	98
B16	This professor spoke in very broken English.	2.5	1.9	97
B17	This professor has a bad accent and is hard to understand.	2.6	1.8	94
B18	This professor has difficulty explaining things simply enough for his students to understand.	2.9	1.9	98
B19	This professor lectures very rapidly.	3.0	1.9	96
B20	This professor never changes his tone or expression while lecturing.	3.0	2.1	91
B21	This professor rambles and does not stay on the subject.	3.2	2.2	99
B22	This professor showed two films in class which had nothing to do with what was being taught at the time.	3.2	2.5	70

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B23	This professor constantly wrote on the board with his back to the students.	3.4	2.5	85
B24	This professor sometimes loses his place in his notes.	4.2	2.4	94
B25	This professor relied heavily on his notes, thus made very little eye contact with his students.	4.3	2.5	88
B26	This professor sits on his desk all period and rarely writes on the board.	4.4	2.8	85
B27	This professor continuously referred back to her notes while attempting to lecture.	4.9	2.5	92
B28	This professor gave details about the material but never elaborated beyond them.	5.4	2.2	69
B29	This professor covered material in class that had already been presented in lab.	6.1	2.4	86
B30	This professor always kept his classroom presentations specific and to the point.	7.6	2.9	96
B31	This professor uses gestures and theatrical movements when lecturing to keep the students' attention.	8.3	3.0	85

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B32	This professor uses handouts and the overhead projector to present material.	8.7	2.9	97
B33	This professor passes around books and pictures relating to the class material.	8.9	2.5	66
B34	This professor presents information in brief, easy-to-follow written outline form.	9.0	2.3	96
B35	This professor talks at an easy pace and occasionally writes on the board.	9.0	2.4	97
B36	This professor ties each topic in with the preceding one.	9.3	2.2	99
B37	This professor lectures at an even pace, with pauses after large segments of material or examples.	9.5	2.4	94
B38	This professor writes everything on the board in outline form to make note-taking easier.	9.5	2.4	93
B39	This professor used numerous visual aids, handouts, and examples to illustrate her lectures.	9.6	1.9	94

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B40	This professor tried to relate complex material to the students in a manner that they could understand.	9.6	2.0	93
B41	This professor speaks distinctively and uses good grammar.	9.8	2.2	97
B42	When writing on the board, this professor made sure his writing was large enough to see.	9.8	2.4	96
B43	This professor states the objective of each lecture and presents the material in a logically ordered sequence.	9.9	1.7	100
B44	This professor spells on the board important or difficult words.	10.0	2.1	95
B45	This professor speaks clearly and loudly.	10.0	2.1	93
B46	This professor presented material orderly and concisely, seldom referred to his notes, and never ran behind schedule.	10.1	1.8	99
B47	This professor gave notes in a very well organized outline form.	10.1	1.9	100

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
B48	This professor, when working problems in class, went over each step in great detail, then repeated the process the next day if the class still did not understand.	10.1	2.0	85
B49	This professor used a variety of methods to present the material, including films, tapes, and experiments.	10.2	1.7	94
B50	This professor used good teaching aids, was articulate, and stressed important points in class.	10.3	1.4	81
	Category C: Interest in Course and Material			
C1	This professor told his students that he was totally disinterested in teaching and felt it was a waste of his time.	1.1	0.6	89
C2	This professor belittled the class material and described the course as a waste of time.	1.2	0.9	90

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C3	This professor actually tells the class that he hates the subject matter.	1.3	1.2	95
C4	This professor said he was teaching just to earn a paycheck.	1.3	1.2	89
C5	This professor told his students that he did not like teaching the class.	1.3	1.2	88
C6	This professor told his students that he comes to class only because he is paid to.	1.4	1.2	90
C7	This professor tells his class that he would rather be elsewhere.	1.4	1.4	96
C8	This professor neglected class so that he could work on his research project.	1.5	1.6	79
C9	This professor acts so bored with the material that he seems almost to put himself to sleep.	1.6	1.3	81
C10	This professor told his class that the couse was not in his area of expertise and that he disliked it.	1.6	1.4	98

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C11	This professor said that any new research which did not support his own viewpoints was trash.	1.6	1.5	72
C12	This professor acts as though it hurts him to teach class.	1.9	1.6	74
C13	This professor frequently missed class and sent a graduate student in his place.	2.1	2.0	71
C14	This professor has to refer to his notes before answering any questions from students.	2.2	1.8	67
C15	This professor snickers when lecturing as though he thinks the material being taught is stupid.	2.2	2.0	67
C16	This professor failed to follow up his promise to find out answers to questions asked in class.	2.3	2.0	67
C17	This professor told his students that he was here at Auburn to do research but was required to teach a certain number of courses every year.	2.4	2.0	87

Note. See notes at end of table.

Table (Continued

No.	Incident	S	Q	P
C18	This professor could not answer questions about anything except what was mentioned in the book.	2.7	2.2	77
C19	This professor was always the last person to arrive and the first person to leave the classroom.	2.8	2.4	66
C20	This professor mentioned several times that the course he was teaching did not represent his major area of interest.	3.1	2.8	97
C21	This professor criticized the research done by his colleagues.	3.2	2.2	66
C22	This professor was never on time for class.	3.3	2.4	68
C23	This professor comes to class and says, "Well, here we are so I might as well lecture on something."	3.3	2.7	80
C24	This professor never brings in outside material relating to the subject.	3.4	2.6	60
C25	This professor seldom adds anything current to his lectures.	3.6	2.1	82

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C26	This professor keeps up with the latest developments in his field but does not include them in his lectures.	4.5	2.8	78
C27	This professor would sometimes get so involved in the subject matter that he would forget to stop lecturing when the class period was over.	6.2	3.0	68
C28	This professor provides time during class to talk about current issues.	8.8	2.3	64
C29	This professor described his own fascination with the material he was covering.	9.3	2.7	89
C30	This professor shows enthusiasm in his voice.	9.4	2.4	70
C31	This professor provided examples from his own work experience in the field.	9.5	1.7	71
C32	This professor brought in a current article about the course material approximately every two weeks.	9.5	1.9	88
C33	This professor often mentions changes that have occurred since the textbook was published.	9.5	2.6	76

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C34	This professor often told the class about interesting articles he had read or experiments he had heard about.	9.6	2.5	79
C35	This professor's eyes light up when he discusses the material.	9.7	2.0	92
C36	This professor brought in up-to-date material and gave the students interesting tid-bits related to the subject.	9.8	1.8	80
C37	This professor talks with enthusiasm.	9.9	1.7	77
C38	If this professor did not know the answer to a question, he would find it out for the next day's class.	9.9	2.5	88
C39	On the first day of class, this professor told her class how interesting she found the subject and assured them that they would too.	10.0	2.1	93
C40	This professor knows where to find the answers to all her students' questions.	10.0	2.2	79

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C41	This professor seems to know something about all the different topics covered in the course.	10.1	1.4	90
C42	This professor lectures with lively words and motions and seems to enjoy what he does.	10.1	1.5	70
C43	This professor always acted excited and happy to be in class.	10.1	2.0	82
C44	This professor displayed, both verbally and non-verbally, an infectious enthusiasm and interest in the course.	10.2	1.5	94
C45	This professor travels in order to see and hear things about his profession which he then shares with his students.	10.2	1.7	93
C46	This professor has visited the places and and done the things he talks about in class and describes his personal experiences to the students.	10.2	1.8	75
C47	Whenever this professor did not know the answer to a student's question, she would look it up and bring it in the next day.	10.4	1.7	75

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
C48	This professor, when confounded by a student's question, spent several hours of her own time that same afternoon researching material for an answer.	10.5	1.4	87
C49	This professor gets excited about what he is teaching and conveys this enthusiasm to his students.	10.6	1.2	77
C50	This professor knows the material so well that he is able to answer all questions asked by his students.	10.6	1.2	77
	Category D: Reasonableness of the Workload			
D1	This professor assigned two papers per week, seven outside books, a textbook, and classroom work for a two-hour course.	1.1	0.6	97
D2	This professor's workload was so heavy that only one student out of 25 passed.	1.1	0.6	76
D3	This professor twice assigned five-page papers two days before they were due.	1.3	1.2	97

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D4	When making course assignments, this professor did not consider that students were taking courses other than his.	1.4	1.2	95
D5	This professor assigned five 7-10 page reports within a four-week period, in addition to weekly tests and 25 pages of reading per night.	1.4	1.2	88
D6	This professor piles on at least three hours of reading the day before each test.	1.4	1.5	86
D7	This professor assigned three to four hours of homework every night for a three-hour course.	1.4	1.8	94
D8	This professor assigned about 100 pages of reading a week, two 3-4 page outside reading reports, a group project, weekly tests, a midterm and a final for a three-hour course.	1.5	1.5	91
D9	This professor required his students to read eight 200-300 page novels in one quarter.	1.5	1.8	97

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D10	This professor assigns more homework for a three-hour course than most do for a five-hour course.	1.6	1.4	99
D11	This professor moved the due date of a major paper up a week so that he would not be rushed at the end of the quarter, thus his students were rushed instead.	1.6	1.4	78
D12	This professor assigned a lot of reserve library reading without enough time for all students to see the material.	1.9	1.3	93
D13	This professor assigned six books to be read during the quarter but never told his students when each one would be discussed in class.	1.9	1.6	89
D14	This professor requires 20-24 hours per week of studying for a three-hour course.	1.9	1.7	98
D15	This professor assigns and tests over 5-8 chapters per week.	2.0	2.0	84
D16	This professor assigned two research papers for a three-hour course.	2.1	2.6	98

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D17	This professor required her students to read two textbooks and four paperback books as well as write a term paper.	2.2	2.4	96
D18	This professor, when teaching a three-hour course, gives heavy assignments to keep the students busy during the off day.	2.3	1.9	94
D19	This professor surprised her students with an extra assignment toward the end of the quarter.	2.4	1.7	89
D20	This professor would not assign work for several days, then would give a heavy assignment for a single night.	2.4	2.2	100
D21	This professor, when teaching a three-hour course, gives long reading assignments and papers to write on the off day.	2.6	2.0	98
D22	This professor sometimes assigned two chapters for one night's assignment.	2.9	1.9	99
D23	This professor required four books to be read for a three-hour course.	2.9	2.6	98

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D24	This professor requires a typewritten lab report every week in addition to the regular course work.	3.4	2.5	99
D25	This professor gives more notes in one hour than most do in two.	3.4	2.9	66
D26	This professor assigns two chapters and one or two stories to read and summarize each week in addition to class exercises.	3.9	2.8	96
D27	This professor requires a lot of memorization for his class.	4.2	2.5	93
D28	This professor required a term paper, oral presentation, and weekly tests.	5.1	2.5	91
D29	This professor gave an extremely heavy assignment one week, then slacked off for a week or so before giving another assignment.	5.2	2.1	96
D30	This professor assigned about 50 pages of reading per week.	5.9	2.6	99
D31	This professor assigned ten pages of reading each night.	5.9	2.9	98

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D32	This professor assigns ten homework problems per week.	6.1	1.1	96
D33	This professor assigned homework every night and checked it every Friday.	6.1	2.3	87
D34	This professor would adjust the homework assignments to suit the wishes of the class.	6.4	2.8	85
D35	This professor assigned a four-to-five page typewritten paper and specified the format and style in which it was to be written.	7.2	2.9	93
D36	This professor gave daily reading assignments and an outline of references to use during the quarter.	7.3	2.5	76
D37	This professor makes optional outside reading assignments.	7.5	2.7	74
D38	This professor assigns no more than two chapters of reading per week.	7.5	3.0	100
D39	This professor assigns either one chapter or two essays (never both) to be read each week.	7.9	3.0	99

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D40	This professor assigns homework a few times a week but not every day.	8.2	3.0	99
D41	This professor gives short reading assignments.	8.4	2.8	98
D42	This professor assigned reasonable amounts of homework every other day.	9.0	2.3	99
D43	This professor gave rest periods each week in which no homework was assigned.	9.0	2.5	96
D44	This professor gives homework assignments on Mondays for the entire week so that students can plan their study schedules.	9.5	2.5	94
D45	This professor gives plenty of time to read the material and discusses it fully in class.	9.7	2.4	79
D46	This professor reduced the workload at the end of the quarter when she realized that her students did not have enough time to complete all of the assignments.	9.8	2.1	93
D47	This professor takes into consideration students' other classes and outside activities when assigning work.	9.9	2.0	91

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
D48	This professor assigns only as much homework as is necessary to learn the material thoroughly.	9.9	2.3	90
D49	This professor distributed the workload evenly across the quarter.	10.0	1.7	98
D50	This professor discontinued or reduced homework assignments around midterms and finals so that his students would have more time to study.	10.5	1.5	85
	Category E: Fairness of Testing and Grading			
E1	This professor would not change grades even if she had made a mistake in grading.	1.1	0.6	99
E2	This professor announced the first day of class that she would assign 9 As, 15 Bs, 26 Cs, 15 Ds, and 9 Fs as final grades.	1.1	0.6	98
E3	This professor refused to change his students' grades on a test even after the students pointed out the passage in the textbook which showed them to be correct.	1.2	0.7	97

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E4	This professor told the class he would grade on a 10-point scale, then actually used a 7-point scale to assign final grades.	1.2	0.7	96
E5	This professor tells his students to study one thing, then tests on something else.	1.2	0.9	99
E6	This professor told his students that a particular area of the subject matter would not be covered on the exam, yet the first question came from that area.	1.3	1.2	97
E7	This professor never stated his grading procedures.	1.4	1.1	97
E8	This professor does his best to get test questions from obscure parts of the book which have never been discussed in class.	1.4	1.2	97
E9	This professor advised his students to study two specific chapters in preparation for the midterm, then did not emphasize them on the test.	1.4	1.2	95

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E10	This professor refused to scale the test grades even when the entire class did poorly.	2.1	2.4	98
E11	This professor does not curve grades even if the average score is in the 50s or 60s.	2.1	2.6	99
E12	This professor's tests are ambiguous and much too long.	2.2	1.7	95
E13	This professor announced that he was using an eight-point scale, but actually distributed the point spread unequally among the letter grades.	2.2	2.3	100
E14	This professor refused to give a student equal credit for a short-answer response that was very similar to what another student had written.	2.3	1.8	98
E15	This professor uses extremely tricky questions on his tests.	2.3	2.3	100
E16	This professor changed grading procedures in the middle of the quarter.	2.3	2.7	97

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E17	This professor's multiple-choice items usually included more than one possible correct answer.	2.3	2.8	99
E18	This professor tested over material he did not cover.	2.4	2.7	96
E19	This professor asks picky test questions about details.	3.3	2.1	97
E20	This professor assigned general problems in class, then gave specific problems on tests.	3.6	3.0	92
E21	This professor marks off for poor class attendance.	5.6	2.5	73
E22	This professor gives hard tests which require the students to study a lot.	5.8	1.8	72
E23	This professor's test questions are usually reasonable, but are sometimes tricky.	5.9	1.9	96
E24	This professor does not curve grades unless the class does extremely badly.	5.9	2.1	98
E25	This professor's tests usually covers three or four chapters of the book.	6.8	2.7	71

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E26	This professor gives objective tests.	6.9	2.9	96
E27	This professor gives multiple-choice tests with some hard and some easy items so that all students will get at least some items correct.	7.3	3.0	97
E28	This professor spaces tests two weeks apart.	8.2	3.0	65
E29	This professor's tests have a variety of item formats including multiple-choice, fill-in-the-blank, essay, and true-false questions.	8.3	2.9	99
E30	This professor gave 13 lab quizzes and dropped the lowest three.	8.8	2.9	90
E31	This professor's tests have a lot of questions so that you can miss one and not worry about failing.	8.9	2.4	98
E32	This professor told how many points each essay question was worth at the beginning of each of his tests.	9.2	2.5	99
E33	This professor's tests are comprehensive but fair and do not focus on picky details.	9.3	2.0	99

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E34	This professor curves test grades when the class average is low.	9.6	2.1	99
E35	This professor gives partial credit if he can see that you are on the right track.	9.6	2.4	97
E36	This professor allows students to question his grading after the tests are handed back.	9.7	1.8	90
E37	This professor's tests cover only material presented in class.	9.8	2.1	92
E38	This professor gave tests weekly and allowed students to drop their two lowest grades.	9.8	2.2	95
E39	This professor stated his grading system clearly at the beginning of the quarter.	9.8	2.2	90
E40	This professor allows students to discuss their test answers with him and will add points when he has graded too harshly.	9.9	1.9	90
E41	Whenever the answer to a test question was unclear, this professor always gave the benefit of the doubt to the student.	9.9	2.1	96

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E42	This professor outlines the type of questions to be included on tests, along with the credit values for each type of question.	10.0	1.8	90
E43	This professor's tests covered only what he told his students would be on them.	10.0	2.0	93
E44	This professor drops the lowest quiz grade when calculating final grades.	10.1	1.7	100
E45	This professor pointed out the types of problems he would include on each test and held to his word.	10.2	1.5	93
E46	This professor dropped the lowest two of six equally-weighted quizzes.	10.2	2.8	96
E47	This professor told her students how much each test and project was worth toward the final grade.	10.3	1.9	91
E48	This professor, when shown that the text-book indicated an answer other than the one he counted was correct, admitted his mistake and changed the grades.	10.5	1.4	96

Note. See notes at end of table.

Table (Continued)

No.	Incident	S	Q	P
E49	This professor gives his students enough time to complete his tests.	10.5	1.4	96
E50	This professor's test questions are to the point and are easy to understand.	10.6	1.2	93

Note. All statistics calculated with $n = 100$.

S = Scale value of the incident. (The median rating.)

Q = Semi-interquartile range of ratings given to the incident.

P = Percentage of subjects placing the incident in the modal category.